

# McGill reporter

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## THE PRINCIPAL'S STATEMENT TO SENATE

Ladies and Gentlemen:  
May I open this meeting by giving my reasons for calling it — which will involve going into the history of some of the events that have led up to it, and incidentally, may I make some observations of my own on what I believe to be a serious situation in the life of the University? — serious particularly in that it may involve a pause, (though, not, I am confident, a cessation) in a process of change that is basically good.

The process of change commenced a good many years ago when certain members of the University joined forces to promote and eventually to effect the introduction of members of the teaching staff into the decision making bodies of the University — a process which reached a point a few months ago, that saw a majority of the Senate composed of elected members of the teaching staff, and an effective minority of the Board of Governors elected by Senate. This process — this achievement of what at first must have seemed an impossible task — took place over a period of 10 years or so; it took place without any great excitement, with few heated arguments — and with no loss of face on the part of anyone.

A very few years ago the students entered the picture as serious contenders for a place in this area of decision making. It is, it should be noted, considerably less than two years ago that the first semi-official formal move was made when some representatives of the Students' Society presented a brief to the Joint Committee of the Senate and the Board of Governors on University Government recommending extensive changes — a good many of which have already been effected.

We have made enormous changes and adjustments over the years — and with increasing speed in the last 2 years or so, both in the structure of the central bodies and in the structure and function of the faculties and departments. I believe that I can say without any fear of contradiction that we are receptive to change — even if we are not handling it particularly well at the moment. (Our ability to effect rapidly the changes that we have all agreed upon is as worrisome to me as to anyone else.) But is it any wonder that we should at least appear to be handling it badly? Let us look, for a moment, at what is being worked at all at once. We are trying to adjust the administrative structures everywhere from the department level up — through Divisions, Faculty, Senate — and this involves an enormous amount of debate — for each proposition would alter the relationships and the functions of students, professors, department chairmen, deans, etc., and so varied are the natures of the different segments of the University that no detailed pattern can be generally applied; each segment must work out the details within a general framework which, itself, is not easy to determine and which, in fact, still has not been fully determined by this Senate.

While all this has been going on, there has been much time spent in the consideration of, amongst others, such fundamental matters as the teaching process, the development of a curriculum, the research program-

me, the aims and objectives of the University — literally a host of major questions, all of which are quite properly raised and which must, be debated and eventually answered, by simple quick action. Most of these problems will come to Senate — some of them already have — and it is obvious that the work that Senate is called upon to do will continue to be heavy — it is perfectly obvious that we shall bog down unless we allocate our work carefully and unless we deal with matters more expeditiously than we have. It is equally clear that unless we make sure that we deal efficiently with the day to day business we shall fall farther and farther behind until the University is virtually paralysed.

Even if we do this — that is, attend to what might be described as our day to day business first and discuss other matters expeditiously, it will take a very long time to get through all the business that we have on our agenda now — and more is coming in each week.

I make these points, which I realize are well known to you, to emphasize, at the beginning:

1. That we are receptive to change
2. That it takes time to make proper changes

My next 2 points concern the merits of the changes that have been effected, or are being studied.

Let me summarize my own position in regard to two of the most important of these.

### 1. Those that have to do with the participation of students in the administrative processes of the University

I am solidly in favour of students having a voice — and an important voice in these processes. On the question of the extent of the actual voting power that they should have in the various bodies I cannot be specific — my own opinion will depend upon the degree of common sense with which they use the power that they now have. I recognize that a lot of common sense and ability has already been shown.

### 2. Those which have to do with Academic Reform

I would pay tribute to the students who have spearheaded the movement for improvements in all aspects of the academic programme; there is surely plenty of room for adjustments and I believe that the students' efforts will bring them about faster than they would ever have occurred otherwise. In all of this they have to work directly with the teaching staff and, together, students and staff have already laid the groundwork for considerable and useful changes.

I want, then, to make it clear that I believe that we are on the right track — even if we are having some difficulty (which, I submit, is inevitable) in moving smoothly and rapidly. Surely if we can proceed in an orderly way we can achieve a tremendous amount.

But my reason for calling this meeting of Senate is because I want to present to it and have it consider what is undoubtedly evi-

Continued on page 2: Principal



Board of Governors Meeting - January 27

## SENATE CONSIDERS DISRUPTIONS

"Senate, while believing that recent disruptions of various meetings have not been justified, resolves to continue its re-examination of the basic issue before the University and appeals to all members of the University to act with reason and in good faith."

With the passing of this amendment to an earlier motion that "the disruptions of meetings reported by the Principal are not justified in any of these cases", Senate concluded its "emergency" meeting on Saturday morning.

The meeting, called by the Principal to debate the issue of disrupting meetings of university bodies and "offer whatever advice it sees fit," featured several articulate and eloquent statements by senators.

At the outset the Principal suggested that Senate proceed in a manner of general discussion for some considerable time before dealing with specific motions.

Student senator Ian Hyman, immediately moved that because students were only reacting to the disruption of university business by Senate and the Board of Governors, "Senate adopt for today's meeting the continuation of the agenda from the previous meeting."

Although Mr. Hyman's motion was not passed, it resulted in turning the discussion into an exploration of the role of Senate itself and the definition of what constituted "disruption of business."

Professor A.E. Malloch stated that disruption does not only include those items outlined by the

Principal — it also includes the way in which Senate carries on. "A new dynamic is needed," he said, and proposed that "the solution lies in the action taken by Senate at its previous meeting to hold a special session to examine the role and function of Senate."

It was Professor D.V. Bates' view that the Hyman motion implied that disruption of the nature that had occurred recently at McGill was justified and he asked Mr. Hyman to say whether he felt this type of action was a legitimate approach to settling the University's problems.

Mr. Hyman deferred to fellow student member Robert Hajaly to reply to Professor Bates.

"Not only were the actions justified, they were made necessary by the events of the past few months," answered Mr. Ha-

jaly. "They were justified to draw attention to the breakdown of the University's governing bodies."

Mr. Hajaly cited five instances where this breakdown had occurred and where little or no opportunity was given to students to voice their views or influence action through "normal" means: the difficulties encountered by the student resolutions on Quebec education; the Board's position on the co-op housing project; the selection of deans; and the inability of the Board to relate to either McGill students or Quebec society as a whole.

Senate then was treated to a series of articulate expositions on the nature of "disruption" and its place within a democratic framework. Perhaps the most

Continued on page 2: Disruption



## Queen's pumps new life into McGill University Press

The joint Queen's-McGill University Press, which was given final official sanction by the McGill Board of Governors last week, will begin working almost immediately, according to its director, Robin Strachan.

Until now Queen's University did not have a press while McGill's press is in its ninth year.

The joint press, Mr. Strachan says, will give access to more manuscripts and provide an important financial boost. This year the McGill University Press received a \$80,000 from the University; subsidies to the joint press will be shared by McGill and Queen's and in the beginning will not exceed a total of \$120,000.

University presses are not expected to be profit-making organizations, however. At it is so often pointed out, they are actually in business to lose money by publishing small editions of books of specialized academic interest for scholars and research libraries. Although university presses often publish books of regional history and interest, they do not generally publish school and university textbooks at the undergraduate level. They do little or no actual printing, even though the original university presses, begun at Oxford and Cambridge in 1478 and 1521, started out as printing presses. The oldest and only other English language university press in Canada is the sixty-year-old University of Toronto Press. It is also one of the world's most successful.

The editorial committee of the joint press will be composed of co-chairman from McGill and Queen's, two other members from each university and the director of the Press, Mr. Strachan, as an ex officio member.

The Board of Directors of the new joint Press will consist of the principals of the two universities, the heads of finance, a member of the Board of Governors from each university, and the director, ex officio.

Offices of the new press will be in Montreal at the old location on Red-

path St., but editing will be done both at McGill and at Queen's under the associate directorship of H. B. Grundy, a professor of English and editor of the *Queen's Quarterly*. It will have staff of some 12 persons involved in editing, design, production, promotion, and sales.

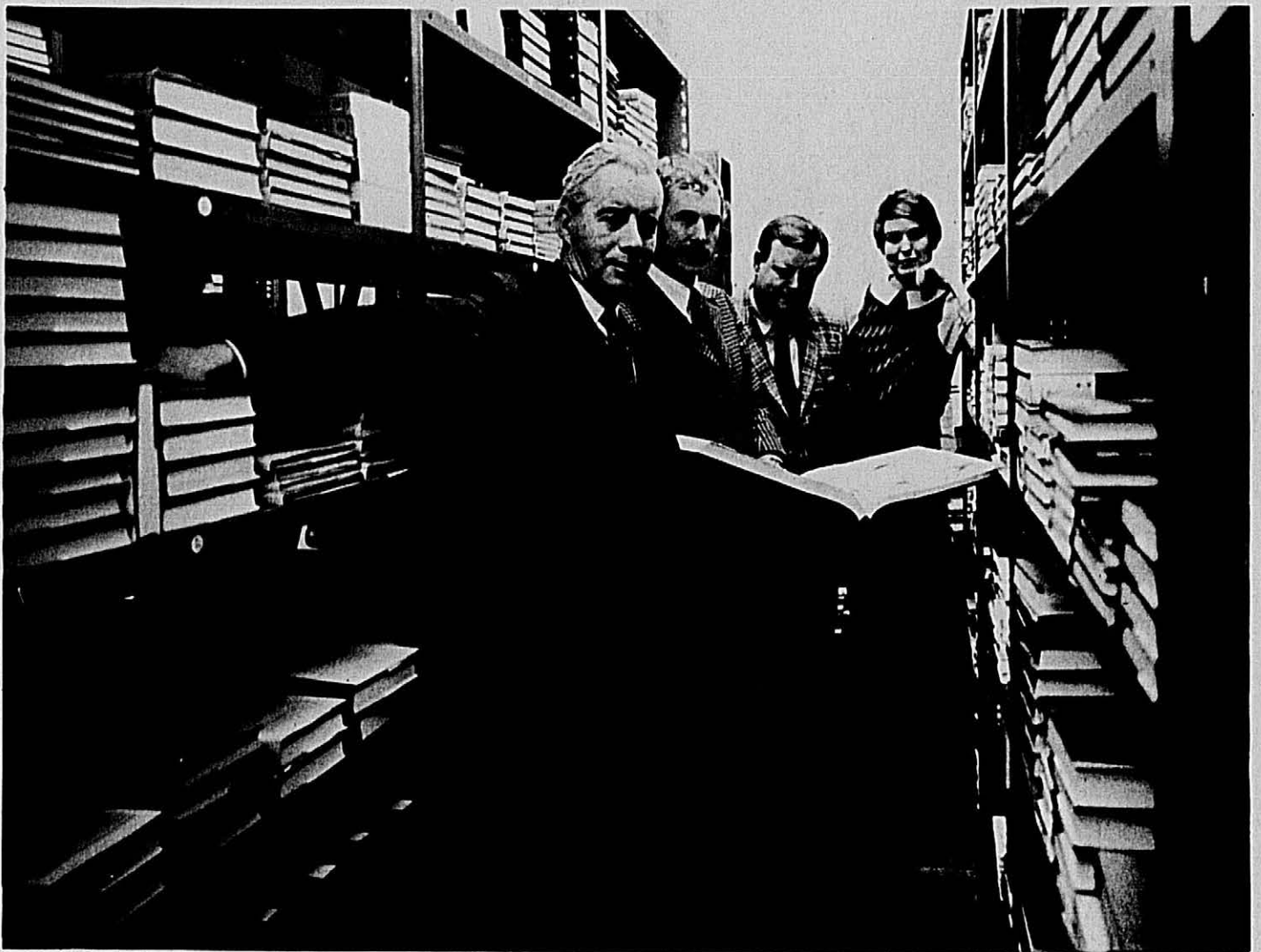
Finances are a constant problem for most university presses and publication generally depends on the conjunction of good scholarship and sufficient funds. Often it is necessary to request additional subsidies from agencies such as the Canada Council. Sometimes a book that the Press might consider of questionable value comes with an offer to pay production costs or other subsidies which makes it hard to turn down, although as Mr. Strachan pointed out, the costs in terms of promotion and editorial time are sometimes overlooked.

Last year the McGill University Press published 15 books, one more than in 1967, and in 1969 it expects to publish 20 books. Its income for last year was \$197,887.22. In comparison, the Yale University Press, which was established in 1908, published 80 books last year, has an annual income approaching \$2,000,000, and receives a subsidy of \$150,000 from the university in order to break even.

The McGill Press is the Canadian agent for Yale and Columbia books, an arrangement which is not reciprocal, for promotion and sales, since the same promotion can often be used for books from all three presses.

Sales of McGill books in the United States are mostly by direct mail and there is an arrangement whereby McGill is able to store books at Columbia.

Approximately ten per cent of McGill University Press sales are outside Canada and the United States and are handled by a foreign agent. A more satisfactory arrangement is being sought through the Yale and Columbia presses.



left to right: Beverley Johnston, editor; Robert R. Reid, director of design; Ib Kristensen, production manager.

McGill University Press books have received many awards and recognitions for design and production. In 1968, for example, the New York Public Library exhibition entitled "Sixty Fine Editions from the Sixties" included the Bibliography of the Lawrence Lande Collection of Canadiana in the Redpath Library of McGill University. It was the only Canadian entry accepted.



left to right: Robin H. Strachan, director; Tim Addington, sales manager; Carl Hansen sales manager of the Columbia University Press; Indra Kegis, promotion.

There are more than 60 university presses in the Western hemisphere. Their books account for one in every eight new nonfictional titles issued in the United States.

## principal

Continued from page 1

ence of an effort to disturb this orderly process — in fact to disrupt the normal workings of the University.

The Fellows of Senate are no doubt all aware of the disturbances of the meeting of the Faculty of Arts & Science on 19 November, 1968, for the Dean's complaint was heard in Senate on the following day.

Since then 2 other episodes have occurred — one in which a meeting of Senate's Nominating Committee on the 24th January 1969 was seriously disturbed and the other 3 days later (on 27th January 1969) when the Board of Governors' meeting was totally disrupted.

May I remind Senate of the message it addressed to all members of the University at the beginning of this academic year (published in the *Reporter* and transmitted to the Students' Society). It read, in part: "... regardless of sincerity no individual or group of individuals has the right to disrupt or to interfere unreasonably with the workings of any part of the University, nor the right to deny the freedom of other members of the community. Accordingly the authorities of the University have the responsibility of maintaining access to and normal and proper use of its facilities. If an individual or a group persists in interfering with the rights of others, University officials have the responsibility of requiring the individual or group to leave the premises.

Refusal of the individual or group to do so after warning shall be considered a sufficient basis for the institution of disciplinary action." This is clear enough. It may be less clear in the minds of many as to what action should be taken.

As I see it, the nature of the problem is this. A group of individuals within our community

who are deeply and earnestly committed to certain lines of thought and action are attempting to influence the actions of the community as a whole.

Their right to do this through normal and peaceful channels of action is undisputed. Indeed, the merits of many of the points that the group raises are great and it is not unlikely that presented properly they would receive the support of the University community. But the point of view of any one group in our community, whether it be good or bad, must not be imposed by force and it is force that is now being used.

It has been suggested to me that Senate should be occupying itself with the vital issues of the day in the University and outside and that if a special meeting is called it should be called to deal with these issues which have been brought forward but still not debated.

Let me assure you that this issue that is brought before you at this special meeting is more vital than any of the others — for if it is not settled — if this problem is not solved there may be no opportunity to debate the others, and if there is, the shadow of force will influence every opinion.

It is important to be quite clear that I am not bringing up for discussion the desirability of the reforms in demand. What I ask you to discuss is the methods which we, as a community, feel are permissible or not permissible in effecting reforms.

The onus of taking action, if action is to be taken, rests upon the Disciplinary officers of the University, not upon Senate. But in this situation, fraught as it is with difficulties of many kinds, I thought it essential to inform Senate, formally, of what has occurred so that it might debate the issue and offer whatever advice it sees fit.

H. Rocke Robertson

## disruption

Continued from page 1

eloquent of these were given by two historians — student senator Julius Grey and Professor Robert Vogel.

Mr. Grey traced through a series of justifiable and unjustifiable precedents for disruption. He concluded by warning Senate that although he felt there wasn't a self-interest among McGill students in revolution, if legitimate grievances were not settled the student radical groups would obtain the sympathy of the general student body.

Professor Vogel asked "what are we here for? — the selection of deans or the plight of Quebec teachers? — the settling of the academic questions of this university or the problems of Quebec society as a whole?"

"Today, we are being asked to confront ourselves," he said. "For years American universities have questioned society but in academic terms. The university has become a political beast. The legitimacy of our procedures and our very system has been called into question."

Professor Vogel emphasized, however, that we still had to learn how to make those vital housekeeping decisions and this needed to be done in a parliamentary way. "Physical disorder is not a process by which change is affected."

He was concerned, he said, by the notion we seemed to have of what constituted an emergency or crisis. "We allow ourselves to feel sometimes that there is greater crisis than there is."

Senate could take a lesson from the British House of Commons of 1914, Professor Vogel suggested. At that time Europe was erupting all over the place and German armies were advancing rapidly on all fronts, yet the House had on its order paper the consideration of all sorts of local matters before getting on to the War.

Professor Vogel said it was an insult to his intelligence to be told that there is a crisis in student participation when our Indian population is still all but excluded from Canadian society; that there is a crisis in student

housing for students, who by their own admission, are among the most favoured people in the world, when two-thirds of the world is living at subsistence levels.

Professor Dalbir Bindar, on the other hand, questioned whether Senate was even capable of imposing any form of discipline or retribution upon any member of the student body. He stated that the question of discipline should be the province of the Students' Society where students were concerned and the MAUT where faculty was concerned.

At this point Board of Governors representative K.A. Brown moved "that the disruptions were not justified" because he felt that the meeting needed some direction and should come to terms with the problem presented to it by the Principal.

Dean S.B. Frost commented that the great weakness in the case presented by Mr. Grey was that in a democratic institution there is great difficulty in determining whose disruption is right.

In his comments Dean Frost frequently used the word "violence" which drew objections from student members.

Vice-Principal Oliver interjected "Let's not be silly about this. There has been violence, people have been pushed and shoved around. I saw it happen on Monday."

Professor Myer Horowitz expressed faith in the democratic process of presenting your point of view in a rational, orderly way and taking your chances that it will find acceptance. He offered the illustration that although he was pained that he was unable to convince other members of Senate about the importance of dealing with the problems in the public sector of education, he was able to have his say and he knew that there was always another day to present his case.

It was Professor Saul Frankel who said that the disruptions, instead of relieving the constipation of action as had been expressed earlier, had produced a constipa-

tion of procedure and a diarrhea of debate."

He argued that there are two kinds of disruptions: objective and conscious. The former was seen in the slow grinding to a halt of business and the latter as an attempt to "beat the great bad society by beating up the little old lady — the university."

On the question of justification for disruption Professor Frankel quoted from Camus — "later, later, you will have your justification — for the victims there is only the reality of the present." He said the radical movement in North America was more likely to produce fascist concentration camps than the millennium of the socialist state.

Student senator Peter Foster contended that the results the disruptions had achieved was most important. Dean Maurice Macgregor agreed that this was an important point but that the problem of establishing priorities of what warranted such action could not be passed over. Each has his priorities, he said, yours may be student housing, mine, the structure of the medical faculty. "One solution for sorting out which priority gets attention is the democratic process."

"Of course," he added, "if that body is not representative, there is a basis for disruption."

Dean Macgregor summed up with the statement, "We're not debating anything but the democratic process," and urged Senate to take measures to affirm these processes and pass them unanimously.

Professor David Waters argued that the two essential questions were: What is the role of Senate? and what is the role of the Board? The length of our agenda is a reflection of the difference in interpretation of these roles, he said.

What was needed, he claimed, was to bring about a division on campus between those who accept the democratic way and those who cannot accept these processes. "When we know who stands for what, we can proceed with settling

the question of how we can best govern ourselves. If we decide on the democratic way, those who disrupt thereafter will be waging a war of attrition."

Mr. Hyman contended that the governing processes were not representative and the students had no alternative but to take the measures they did. He pointed to the results from actions taken at the November meeting of the Faculty of Arts and Science (immediate action was taken to open meetings and the meeting of the Nominating Committee on January 24 (the Committee opened its meetings sooner than it might have otherwise).

But, he said, in view of the record of this body so far, with one after another student resolution put down in one way or other, can it be considered truly representative?

"Can anyone seriously maintain that the Board of Governors is a democratic body?" he asked.

Dean Maxwell Cohen asked two questions: Do we have a machinery of government worthy of respect? and is the sense of oppression at McGill real? In his view it was not.

Vice-Principal Oliver expressed concern for a number of disturbing elements emerging from the morning's discussion. First, he said, there is the notion that if a tactic works, it is justified. Secondly, it is alright to disrupt whenever the priorities in which YOU believe are not being dealt with. Thirdly, it has been stated that sanctions against disorder of this nature are unworkable.

Democratic processes are not ends in themselves, Professor Samuel Noumoff reminded Senate. He viewed the most important question as being able to get on with the business of Senate and to leave this matter until after the special Senate meeting on February 26 to consider the role and function of Senate. His motion to this effect was defeated, but shortly thereafter, Professor D. Johnston moved his amendment to Mr. Brown's motion and the meeting was terminated.



# forum

Please send all contributions to: FORUM  
McGill Reporter, Rm. 630, Administration Building



## Support for the commercial art

TO THE EDITOR:

In reference to Professor Dudek's article in the last issue:

I take "medium" to be a thing by which something is communicated and take the five human senses to be parent media, the most MASS media which begets the lesser media of radio, T.V., film, and books. Though it is true we often put our media to unessential, unserious use—the eyes don't always see beauty, voice doesn't always speak love and philosophy, the ears hear rhythm, tongue taste deliciousness, or nose smell God—still,

they are fine, holy instruments. And though the present children of our senses are used most often to corrupt and muddle us, still: from commercial publishing we get Pound's *Cantos* and Ginsberg's *Kaddish*, from film we get Eisenstein's "Potemkin", Dreyer's "La Passion de Jeanne d'Arc", and Lester's "Hard Day's Night", and from commercial recording we get the "B-Minor Mass" and "John Wesley Harding." I'm glad for them all.

Sincerely,  
Stanton Hager, B.A. 1

## Praise of poetry and prose from Pembroke

TO THE EDITOR:

In the January 20 edition of the *McGill Reporter* you had a full page spread on the results of a sketching tour in Pembroke by some architecture students at McGill.

Everyone here was surprised to see

the story. It has been well laid out; and the opinions on Pembroke were most effectively expressed by the students through their poetry and prose.

Yours sincerely  
Jim Harris, CHOV Radio  
Pembroke, Ontario

## The India elite

TO THE EDITOR:

28 January 1968 marked the 19th anniversary of India as a republic. This event was accompanied by the usual celebrations, in which the Indians living here patted themselves on their collective back. The tired old declarations were heard once more: *the foreign press overemphasizes the poverty and misery in India. it ignores the good things, such as the culture; the art, architecture, and beauty of the country; the tremendous progress made . . .*

Let us examine these statements, and the people who utter them. Thanks to Canada's immigration policy, most Indians in this country come from the upper crust of society, with vested interests in the exploitation of their countrymen. It is they who work hand-in-glove with the handful of big families and their associates that control two-thirds of the money in the banks. It is they who represent the few percent of landowners who own most of the arable land, particularly in the choicest areas. It is they who are the pawns of foreigners who own 30% of the capital in India.

These Indians—a tiny minority—denounce as "unpatriotic" any Indian who questions their right to bleed their fellow countrymen white. They then demonstrate their "patriotism" by hoarding vital necessities in times of acute shortage, and by propagation of widespread corruption in both private industry and government service.

They are also culturally bankrupt. Go with their sons and daughters to a cabaret. After gyrating to a deafening thunder bellowed in imitation American accents, they will emerge and perhaps snicker to you that some beggars they happen to notice are earning more money than anybody else. The most popular manifestations of culture among these people (movies, literature, records, Radio Ceylon,

etc.) are mainly American or American oriented. How many of the privileged Indians living here were regular patrons of the theatres, or other truly Indian art forms? Ravi Shankar? Admittedly, it is fashionable (especially if the seats are expensive) to attend his concerts—but it seems that his sex life is a more interesting conversation piece than his music.

As far as beauty of the land and greatness of the art and architecture are concerned, they serve only to highlight the ugliness and shabbiness associated with the very great majority of the population.

Finally, we must consider progress. Our "browned-skinned whites" bring up the bogey of "overpopulation", and applaud while the government dispatches 200 goons to castrate one village's male population. Let them know that, using the present level of technology and all the arable land now available on earth, it is possible to feed 1,900 times the world's current population.

Has progress been made when (as recently as 1967) the leaders of neighbouring states callously hold onto their food stockpiles even while several famines cripple Bihar? When 20% of all crops reaped are destroyed by rats and insects before they reach the consumers? Saint John F. Kennedy contrasted the "hard record of fact" of China with "the sagging performance in India". "It is in this setting," he stated, "that we consider the challenge—not by playing down and depreciating the very real physical achievements of China, but rather by determining to match these achievements in India by a real record of achievement . . ."

The Indian elite is no different from others; like all other groups contemptuous of humanity, it will be eliminated.

Subir Roy

## On Quebec educational achievements

TO THE EDITOR:

On December 2, 1968, you kindly published a letter in which I tried to correct some misinformation about the CEGEPs. In view of the discussion at the Senate meeting of January 11, 1969, it is apparent that this letter did not come to the attention of most senators. I wish to suggest to those interested in the subject to read it. May I also make two further comments?

1. The achievements of our Provincial Governments in the course of the past few years have not been adequately appreciated. A few figures may be helpful. The budget of the Ministry of Education in 1958-59 was about \$120,000,000, while for the year 1968-69 it is well above \$700,000,000, a truly impressive increase demonstrating the high priority given by the Province to education. It may be added that the sum of \$700 million does not include the money collected as school taxes, which is now in excess of \$300 million a year. Hence, the total expenditure on education in this province alone exceeds \$1,000,000,000.

2. One serious problem has not been solved, however, although the Ministry is aware of its existence. Since the decision was made to leave the students free to select whatever branch of study they wished, there is a possibility that the number of men trained in various fields does not coincide with the requirements of society. In particular, a large percentage of CEGEP students seems to be oriented towards Social Sciences. Hence, the wry comment of a member of the Superior Council of Education that in a few years the province will have "as many anthropologists as Eskimos". It would be most useful to initiate and carry out research designed to adapt the number of students trained in the various fields to the expected demands of society. In any case, it is hoped that the problem will be solved in a democratic framework, in the spirit fostered by the Parent Commission and the Superior Council of Education.

Yours truly,  
C. P. Leblond,  
Department of Anatomy

# campus

## NRC REORGANIZES EXECUTIVE STRUCTURE

Following the appointment in 1967 of Dr. W. G. Schneider as president of the National Research Council, the effectiveness of its executive structure was re-examined. It was decided that a more functional executive organization was necessary in view of the rapid growth of universities and the increasing emphasis being placed on the application of science to national problems.

Hence, the Council has implemented a new reorganization which provides for two new statutory vice-presidents, two additional senior positions, and the establishment of five functional areas, three being the responsibility of the statutory vice-presidents and one others being the responsibility of the two new senior officers.

Furthermore, because the executive responsibilities of the vice-presidents had become so diffuse and onerous it was decided to institute a

more functional organizational arrangement which gives a narrower focus of responsibility.

Under the reorganization, the following appointments have been made: L. G. Cook, director-general, responsible for program analysis and review, research policies and planning.

Richard D. Hiscocks, vice-president (scientific), responsible for industrial research assistance and promotion.

Donald J. LeRoy, vice-president (scientific), responsible for the Council's awards program for support of university research.

D. W. R. McKinley, executive director (laboratories), responsible for intramural laboratory research operations.

K. F. Tupper, vice-president (administration).

The Council also has announced the following policy on bilingualism: "For many years it has been the policy of the National Research Council to re-

cruit both French-speaking and English-speaking persons for its staff. In keeping with the present government policy, it is the policy of the Council to intensify its efforts to recruit French-speaking persons and to strengthen further its links with Canada's French-speaking universities.

"In all cases where there is a significant requirement for the use of the second language, it is the policy of the Council to assist its employees to develop the necessary language skills. Younger English-speaking scientists and other members of the professional staff are particularly encouraged to develop and maintain their French language ability as a means of helping them to improve their communication with French-speaking persons in their fields of interest and of enhancing the attractiveness of the Council's laboratories to French-speaking scientists."

In the light of the aforementioned policy statement, is there not a degree of irony in the fact that not one of the

individuals appointed to the new important positions at the Council is from French Canada?

## INDEX ON THESES AND RESEARCH PROJECTS PUBLISHED

Le Comité de Coordination de la Documentation of the Conference of Rectors and Principals of Quebec Universities has published the second of its "Index" on theses and research projects underway in Quebec universities.

This Index, which is unique in Canada, was attempted as a pilot project during the 1967-68 academic year. Reactions on the part of the international community of university scholars and researchers was such that the Index will appear annually.

The Index was prepared at Le Centre de Documentation de l'Université Laval, under the direction of M. Guy Forget, by computer.

Providing information on more

than 4,000 projects, the Index contains bibliographical references, an analytical index, a subject index, a list of thesis and research project directors, and this by university, faculty, and department.

The analysis and heading appear in the language of the author, and are presented in alphabetical order.

Copies of the Index may be obtained from Le Centre de Documentation de l'Université Laval.

# Student ensembles good individually; less so combined

by Steven Freygood

It is very easy for the writer who would call himself a critic to overstep the bounds of useful and honest criticism. Two weeks ago I used this column to launch a personal attack on an individual student performer. An apology is in order because I don't want to exploit public exposure as a means of personal vendetta or as a sounding board for vague and fanatical opinions about music. The function of a critic is not to tear down a poor performance but to help discuss and define values which produce good music. Wit, as every would-be critic knows, may be very effective and entertaining but has not place in criticism when its only point is to show off the verbal agility of the critic.

On Jan. 24 three student ensembles gave a concert of modern chamber music. Their performances were uniformly good; any flaws in performance were most noticeable when these ensembles were combined. This reflects a real problem in the performance department of the music faculty. Notwithstanding production problems each ensemble gave more than a competent perfor-

mance and demonstrated the potential for ensemble performance at McGill.

The first work on the program was by the New York composer Eugene Glickman. Though it was commissioned by the Montreal Brass Quintet it was given its first performance at the Friday night concert. The Divertimento for Brass and Percussion is by no means an advanced piece of writing, yet it is a solid work, thoughtfully put together with some moments of real feeling, particularly in the Adagio movement. I mention this because so many works of this genre are written with the sole requirement that they be somehow "idiomatic" and show off the technique of the ensemble. Who cares if they don't happen to mean anything. The work is very American though I would not say it was influenced by any one American composer. Its distinguishing feature was the important role played by percussion. Most works for Brass and percussion use percussion as a rhythm section. I tended to contrast this piece with the Divertimento for Winds by the New York trumpet player and composer Robert Nagel, the last item on the program. Nagel's only intention seemed to be to prove

that a brass quintet and a woodwind quintet can get on rather well together. Nagel seemed to be saying "all I have to do is find a little something for everybody to play and then I can get the silly piece over with." All movements, except perhaps for the Interlude, were undernourished. Nagel was in a terrific hurry to get on to the next section. He should have heeded the advice of the Mad Hatter who said to Alice (on the subject of storytelling), "Start at the beginning and when you get to the end, stop." I won't go into the other weaknesses of the piece except to say that only distinguishing feature was a very pretty musician in a mini-skirt.

The third new work on the program was a "Construction in Metal" by John Cage. John Cage grew up in Los Angeles. This is very important. Like most of Mr. Cage's works "Construction" contained not a few surprises, the most surprising being that the thing was written in four four time. Saints preserve us if this sets a fashion. Of somewhat less interest was his use of various Indonesian instruments. I hope that one day we will be treated to a real gamelon band from Bali. The work could be understood by everyone in the audience but this was due

to the combination of an absurdly simple composition and exotic instruments. Is John Cage still necessary?

In the Glickman work the brass quintet demonstrated good discipline and a sense of line and compositional form which totally dominated frequent flaws in intonation (I was amazed that it was only after listening to the concert recording that I became conscious of intonation problems.) Individually the percussionists showed good technique but it became apparent the total ensemble had spent very little time rehearsing together, particularly in the concert hall. Especially in the last movement they were just not playing together.

Although not as spectacular the woodwind quintet gave the most solid performance of the evening in the Neilson Quintet for Winds. The performers are not the most experienced in the faculty so they tended naturally to concentrate more on technique than on the music. In this area they were quite successful. As a group they may need more work on balance for in many places it was not clear which lines were important. Although they were justifiably self-conscious, the group should have tried harder to

bring the variations in the last movement closer together. Variations are not individual pieces. While each of the soloists performed well, I was particularly struck by a very creditable horn solo by Norah Fraser.

It is unfortunate that the Cage work did not offer more scope to the technique of the individual percussionists. It was, however, an excellent idea on the part of M. Béluse to teach his percussion class as an ensemble, particularly with the emphasis on modern materials. The ensemble was well coordinated and balance was good. Perhaps this ensemble will stimulate the writing of new percussion works in Montreal.

When the woodwind and brass quintets were brought together they did not play nearly as well as they had as individual ensembles. This, I am sure, was due to inadequate practice as a large group. The brass, as it was bound to in Redpath Hall, dominated the ensemble. Furthermore the performance had neither the musicality of the Glickman nor the solidity of the Neilson.

Why, then, is it so difficult for large and even some small ensembles to find adequate rehearsal time? Surely

these chamber groups have demonstrated their potential to give intelligent and entertaining public performances. This is particularly important to those of us who want to have our music performed in Montreal. The fact is that McGill has not yet decided what role the university should play in the training of the performing musician. Students don't turn up for rehearsals because they have to complete history papers or theory papers or have to go to a class in eighteenth century counterpoint. On the other hand should a university be the place to produce a group of highly specialized musical plumbers? Yet, as this point in his career, not a single performance student finds that becoming "well rounded" musically is a satisfactory learning experience. Certainly both musicologists and composers would benefit by having well-trained ensembles available. Perhaps some means may be found by which a student could spend at least one year entirely on performance. It is not that music students have too much work, but rather that there is no standard for the relative value of the courses they must take.



# coming events

3 FEBRUARY TO 10 FEBRUARY

Send notices, photos, of Coming Events to: J. Macurdy, 392-5306, Information Office, McGill—by Tuesday, 5 p.m., one week in advance.

## MONDAY 3

**ROBERTEARL JONES, AFRO-AMERICAN POETRY:** Sandwich Theatre, Union 3rd Floor, 1 p.m. Admission free.

**INTRAMURAL BROOMBALL:** Grads (Graduate Studies) vs. Anarchists (Arts) 1 p.m., Lower Campus.

**HILLEL NOONDAY FORUM:** Edward Boorstein—economist who lived in Cuba for 3 years, now teaching at New York Free University. 1 p.m., Hillel House 845-9171.

**ENGINEERING WEEK:** 1 p.m., campus parade. 6:30 p.m. "The Hour Glass," t.v. show on CBC broadcast live from McConnell Common Room, with interviews, exhibits. 8:30 p.m., banquet, Chateau Champlain. Further information: Bert Habert, 392-8067.

**THE MOLECULAR GENETICS OF A TEMPERATE VIRUS:** Invitation lecture in Microbiology by Dr. L. Siminovitch (Cell Biology Group, Univ. of Toronto). 4:30 Lecture 1. 7:00 Lecture 2. Room B-216, Biology Bldg., Macdonald College.

**EDUCATION AND THE IDEAL OF CIVILIZED MAN:** Dept. of History & Philosophy of Education seminar with Mr. David Blackwell. With reference to the thought of Albert Schweitzer. 6 p.m., Soil Science Seminar Room (C150), Macdonald College.

**URBAN SYSTEMS:** Lecture by Eckhard Schulze-Fielitz, German architect. "Water and air pollution, traffic jams, landscape destruction and many other problems are indications that the metropolis of the future will require a completely new concept of planning and architecture. This lecture will offer a contribution in this area." Leacock 219, 8:30 p.m. Admission free.

**HILLEL HOUSE:** Drama Class every Monday and Wednesday at 8 p.m.

**YELLOW DOOR COFFEE HOUSE:** Tammy Bailis. 8:30 p.m. to midnight. 3625 Aylmer. To February 5.

**LANDMARKS—PHOTOGRAPHY EXHIBIT:** One man show by Anthony Graham, (Dept. of Anatomy photographer). Studio 23, 2048 Stanley Street. To February 10.

## TUESDAY 4

**WOMEN ASSOCIATES:** Art & Tour Groups. Guided tour of Rembrandt exhibition. Meet in front lobby of Museum of Fine Arts, 10:45 a.m. Admission \$1. Luncheon afterwards. Further information, 932-1723.

**DIALOGUE 30:** "Flowers On a One-Way Street." NFB film about Toronto hippies vs. city hall. 1 p.m., Leacock 132. Admission free.

**INTRAMURAL BROOMBALL:** Novices (Engineering) vs. Shysters (Law), 1 p.m., Lower Campus.

**ENGINEERING WEEK:** 1 p.m., lecture by Dr. D. Armstrong (McGill School of Business) Rm. 204, McConnell Engineering Bldg. 1 p.m., piano smashing contest on lower campus.

**ALLERGY AND THERAPEUTICS:** Pre-Medical Society lecture by Dr. B. Rose. 1 p.m., Stewart Biology Bldg., S 1/4.

**THE MOLECULAR GENETICS OF A TEMPERATE VIRUS:** Invitation lectures in Microbiology by Dr. L. Siminovitch (Cell Biology Group, Univ. of Toronto) 4:30 Lecture 3. 7:00 Lecture 4. Room B-216, Biology Bldg., Macdonald College.

**SWIMMING:** McGill at Plattsburgh, 7 p.m.

**WRESTLING:** McGill at Plattsburgh, 7 p.m.

**HILLEL HOUSE:** Folk dancing, 7:30 p.m. Basic Judaism Class, 7:30 p.m. 845-9171.

**HOCKEY:** McGill at SGWU, 8 p.m.

**BASKETBALL:** McGill at Loyola, 8:15 p.m.

**FAUST:** (in German) Film version of the highly acclaimed Hamburg performance under the direction of Peter Gorski. Admission by reserved ticket only, available from Goethe House. 8:30 p.m., Palmer Howard Theatre, 1200 Pine Ave. W. To February 7.

**CONCERTS UNIVERSITAIRES:** Rafael Fruhbeck de Burgos, conducting. Henryk Szeryng, violin. Matton—"Mouvement Symphonique, No. 1." Schumann—"Concerto in D minor." De Falla—"La Tricorne."

**THE ECOLOGY OF HARP SEALS:** Seminar by Dr. D. E. Sergeant (Arctic Biological Station, Ste. Anne de Bellevue) Macdonald College, Room B-224, Biology Bldg., 8:30 p.m.

## WEDNESDAY 5

**ENGINEERING WEEK:** 1 p.m., lecture "Engineering for the International Market." McConnell 204.

**INTRAMURAL BROOMBALL:** Neo-Asclepians (Medicine) vs. Animals (Arts), 1 p.m., lower campus.

**WOMEN ASSOCIATES:** French Conversation Group, 2 p.m., Pederson Hall, 3460 McTavish. Further information, 731-7021.

**REGULATION OF PROTEIN SYNTHESIS IN ANIMAL CELLS:** Biochemistry Dept. seminar with Dr. Mahlon B. Hoagland, (Dartmouth Medical School) 5 p.m., Palmer Howard Theatre, McIntyre Medical Bldg.

**CASINO ROYALE:** Dir. John Huston, Britain, 1966. Cinematrix series. 8 p.m., L-132.

**NFB FREE SCREENING:** "The Animal Movie" (Grant Munro & Ron Tunis, 10 min., color cartoon). "Portrait of the Artist," (Gordon Burwash, Julian Biggs, John Howe, 29 min., b & w). "The Drag," (Carlos Marchiori, 9 min., color). "The Test," (John Howe, 29 min., color). 8 p.m., Dorval Cultural Centre, 1401 Lakeshore. Information, 631-3575.

**MONTREAL FOLK WORKSHOP:** Dennis Brown, guest artist. Performances by amateurs welcome. Moose Hall, 3485 Park Ave., 8 to 11 p.m., 75¢.

**GORDON ON THE ROYAL ROAD:** Lecture by Prof. Rodney Young, Archaeological Institute of America (Norton Lecturer 1969). Gordon, now one of the major sites in Turkey, was the capital of Phrygia before its conquest by the Persians. 8:15 p.m., Arts Bldg., Rm W-215. Open to the public.

## THURSDAY 6

**EVERYMAN:** Medieval morality play about the summoning of a man to death. Errol Sitahal as the man, directed by Paula Spredakos and Fred Walchusky. Sandwich Theatre, Union 3rd floor, 1 p.m. Admission free.

**DEBATING UNION:** Syrian Ambassador to the U.N., George J. Tomeh debates. 1 p.m., L-132. 8 p.m., Union Ball Room. Further information, 875-5517.

**INTRAMURAL BROOMBALL:** Witches (Commerce) vs. G.D.'s (Medicine), 1 p.m., lower campus.

**ENGINEERING WEEK:** All day, high school tours of campus. 1 p.m., annual Dow-Roman Relay. 1 p.m., films on engineering, McConnell 204.

**PATIENCE (OR BUNTHORNE'S BRIDE):** Gilbert & Sullivan in modern dress. Directed by Henry B. Williams. 3 p.m., 9 p.m., Center Theatre, Dartmouth College, Hanover, New Hampshire. \$2.

**STUDIES ON THE BIODEGRADATIVE THREONINE DEHYDRASE OF E. COLI:** Dept. of Microbiology seminar with Dr. W. A. Wood (Michigan State Univ.) 8 p.m., Room B-216, Biology Bldg., Macdonald College.

**HOCKEY:** McGill at Bishops, 8 p.m.

**THE WATER'S EDGE:** Audubon film and lecture by Wally Rentsch. The problems of living in harmony with man's natural environment. 8:15 p.m., L-132. Students \$1, others \$2.

**ODYSSEUS, WON'T YOU PLEASE COME HOME:** Red & White Revue, an original musical comedy production by McGill students Steve Witzman and Erika Ritter. Odysseus—Bill Vincent. Penelope—Shari Flett, Athena—Jeannette Kuchinsky, Phoecees—Steve Witzman. Anthrax—Chris Saunders. Directed by Howard Ryshpan (Instant Theatre). 8:30 p.m., Moyse Hall, Arts Bldg. \$2.00 and \$2.50. Further information, 875-5517.

**YELLOW DOOR COFFEE HOUSE:** Chaim Tannenbaum, contemporary folk music. 8:30 p.m. to midnight. 3625 Aylmer.

**MOSCOW STATE SYMPHONY:** Eugen Svetlanov, conductor. Rimsky-Korsakov—"Overture from the opera 'Kiteg'" Tchaikowsky—"Piano Concerto, 'Manfred,' Op. 58." Soloist—Gregory Sokolov, pianist. 8:30 p.m., Salle Wilfrid Pelletier, Place des Arts.

## FRIDAY 7

**COMMUNICABLE DISEASES:** Film on diagnostic signs of 19 communicable diseases. 1 p.m., S 1/4. Pre-Medical Society.

**INTRAMURAL BROOMBALL:** Elect 4 (Engineering) vs. Met 5 (Engineering), 1 p.m., lower campus.

**ENGINEERING WEEK:** 1 p.m., Tiddledewinks Tournament, common room. 3 p.m., Bridge Tournament, common room. 8 p.m. Engineering Institute of Canada student paper night. Presentation of technical reports by students. Award for best paper. Refreshments. McConnell 204.

**LES ENFANTS DU PARADIS:** Dir. Marcel Carné, France, 1943-45. International 16 series. 6:30 and 9 p.m., L-132.

**BASKETBALL:** Queen's at McGill, 8:15 p.m.

**FACULTY FRIDAY:** "A Little Baroque Program," under the direction of Donald Mackey and John Whitelaw. Monteverdi—"Di far sempre gioro," "Dialog di Ninfa e Pastore." Schütz—"Benedicam Dominum." "Filli Mi Absalon," from Symphonie Sacre. Telemann—"Sonata for Recorder & Continuo, in F major," "Trio Sonata in C minor for Flute, Oboe, Continuo." Couperin le Grand—"25e Ordre from 4e livre de clavecin," "Motet de St. Suzanne." Buxtehude—"Magnificat Anima Mea." Soloists—John Whitelaw, harpsichord; James Hutchinson, baritone; David Gordon, tenor; Joy Macurdy, soprano; Ellen Cash, recorder, with the Schola Cantorum. 8:30 p.m., Redpath Hall. Admission free.

**CONCERT PUBLIC DE RADIO CANADA:** Mozart Orchestral Concert, directed by J. Beaudet. 8:30 p.m., Salle Claude Champagne, 200 Bellingham Road. Admission free.

**MOSCOW STATE SYMPHONY:** O. Dimitriadis, conductor. Victor Treitnikov, piano soloist. Paliashvili—"Overture from the opera 'Daisi.'" Tchaikowsky—"Violin Concerto." "Symphony No. 4." Salle Wilfrid Pelletier, Place des Arts.

**CURLING:** OQAA, East Sect., at U. of M.

**FENCING:** OQAA (East Sect) at McGill.

## SATURDAY 8

**GYMNASTICS:** U of M Invitational, 2 p.m.

**HOCKEY:** Queen's at McGill, 2:30 p.m.

**WRESTLING:** McGill at Paul Smiths, 6 p.m.

**JUDO:** PQAA at McMaster.

**BADMINTON:** OQAA (East sect) at Laval.

**SWIMMING:** SGWU Invitational Meet at McGill.

**A MAN FOR ALL SEASONS:** McGill Film Society. Academy Award, 1967. PSCA, 75¢.

**OPERA WORKSHOP PERFORMANCE:** Operatic excerpts, under the direction of Edith and Luciano Della Pergola. Mozart—"The Magic Flute." (Tamino—David Gordon, tenor. Papageno—James Hutchinson, baritone. Three ladies—Deirdre Crossley, soprano; Carol Millar, soprano; Louise Gaudreau, soprano.) Verdi—"Otello." (Desdemona—Renée Chawkin, soprano. Emilia—Zenta Tilga, mezzosoprano.) Donizetti—"Lucia di Lammermoor." (Lucia—Monique Chailier, soprano. Lord Ashton—André Derepentigny. Normanno—Allan Diplock, tenor.) Puccini—"Tosca." (Flora Tosca—Glynne Sobrian, soprano. Mario Cavaradosi—Alain Nonat, tenor. Jailer—Larry Harland, baritone.) Massenet—"Werther." (Charlotte—Noella Poulain, soprano. Werther—David Gordon, tenor.)

**YVES GAUCHER—TRANSITIONS:** Exhibition of prints loaned by Galerie Godard-Lefort, Montreal. Through March 2. Fleming Museum, University of Vermont, Burlington, Vermont.

## SUNDAY 9

**UNDERGROUND FILM CENTRE:** The Erotic Underground—1968 films of Andrew Noren, New York film maker. Canadian premiere. Revue Theatre, Maisonneuve and St. Marc. 2, 4, 6, 8, 10 p.m. Further information, 523-2816.

**REHABILITATION VS. RETRIBUTION:** Panel discussion regarding crime, criminals, "law and order," and society's ways of dealing with them. Panelists: Stephen Cumas (director, John Howard Society), a prison chaplain, an ex-con. 8:15 p.m., Augustana House, 3483 Peel. Admission free. 844-7602.

**YELLOW DOOR COFFEE HOUSE:** Hootenanny. Performers welcome. 8:30 to 12 p.m. 3625 Aylmer.

**HOHNSTEINER PUPPET THEATRE:** In German. "Spekkonig, Kuchenkonig, Katzenfürst." 5 p.m. "Die Memoiren des Herrn Schwejk." 8:30 p.m. Tickets at Goethe House. Children, \$1. Adults, \$1.50 Redpath Hall, McGill University.

## HUMANITY IN PERSPECTIVE

### UNIVERSITY LECTURE SERIES

sponsored by McGill Centre for Continuing Education

We are all familiar with the notion of humanity. But are we aware of all its implications? Specialists in such different fields as history, religion, literature, philosophy, biology, political science, psychology, and medicine will present for discussion some of the questions involved.

Feb. 3—A. D'Andrea. Renaissance concept of *Humanitas*: Petrarch.

Feb. 10—S. B. Frost. Biblical contribution.

Feb. 17—S. B. Frost. Theological contribution.

Feb. 24—M. Maxwell. Legacy of puritanism.

March 3—H. S. Reiss. Man's political freedom and its limits: Kant.

March 10—H. S. Reiss. Man's creative freedom and its limits: Goethe.

March 17—H. N. Fieldhouse. Rational man and national man.

March 24—R. Klibansky. The idea of man in philosophy.

April 7—M. J. Dunbar. Humanity and the biological evolution: Darwin.

April 14—Wilder Penfield. Man and the family.

April 21—H. Locke Robertson. The medical approach.

12 sessions of 1½ hours each, including a discussion period. Mondays at 8 p.m., Stephen Leacock Building, Room 26, beginning February 3, 1969. For information about fees or for registration form, telephone 392-5244, or 392-4561.

## MONDAY 10

**INTRAMURAL BROOMBALL:** Elect'5 (Engineering) vs. Civil 4 (Engineering) 1 p.m., lower campus.

**PARTY AND ELECTORAL SYSTEMS AS INTEGRATORS AND DISINTEGRATORS:** An analysis of critical variables. Centre for Developing-Area Studies seminar with Dr. Rajni Kothari (Stanford University). Leacock Council Room, 4 p.m.

**PIANO RECITAL—ANTON KUERTI:** Further information, 868-3211, local 474. Redpath Hall, 8:30 p.m.

**IRENE APPORTIN EXHIBIT:** Batiks. Goethe House, 3418 Drummond, open Monday thru Friday, 1 p.m. to 6 p.m.

**SGWU GALLERIES:** Hall Bldg., Maisonneuve & Bishop St. Gallery I—"Legends," by Aba Bayefsky. To Feb. 15.

**LE JEU DE L'AMOUR ET DU HASARD:** By Marivaux. Open to students and educators only. Théâtre du Gesù. Reservations, 866-1964.

## RADIO MCGILL

### DAILY, FEBRUARY 3 TO 7 (ON CAMPUS)

News: 20 minutes after every hour.

Insound Highlights: 12 to 2 p.m.—light listening music. 4 to 6 p.m.—mixed bag (folk, rock, jazz).

### SATURDAY, FEBRUARY 8

Sports: Redman Hockey—Queens at McGill, 7:55 p.m.

Saturday Night Bash: Jim Barbour plays the latest releases from the record industry. 9 p.m. to 1 a.m.

### SUNDAY, FEBRUARY 9 (ON CFQR-FM, 92.5 MEGACYCLES)

The \$5.98 Valentine's Day Card: A melange of songs, poems and blackouts, which in turn induce a melange of emotions regarding love and beauty. Featuring Elsa Lancheater, Errol Sitahal and the Beatles.

Recital: The McGill Chamber Choir performing contemporary choral music, conducted by Donald Patriquin.

Radio McGill also features news, interviews, discussions, pithy comments, snide remarks, rock, folk, and jazz.

EDITOR: HARRY E. THOMAS

ASSOCIATE EDITOR: JEAN-LOUIS ROY.

FRENCH CANADA STUDIES PROGRAMME

DESIGN AND PRODUCTION: EINAR VINJE

PHOTOGRAPHY: CHRIS PAYNE (UNLESS OTHERWISE CREDITED)

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### INFORMATION OFFICE:

Albert A. Tunis, Director; H. E. Thomas, Suzanne Côté, Margot Gibb, Beverley S. Bie, Gordon Thomson (Macdonald College), Robert Reid, Einar Vinje, and Chris Payne.

McGill  
reporter